

Long term overview - CLL
Reception- Literacy overview

Term	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Themes:	Traditional Tales	Magical Tales	Pirates	Bears- Dark Woods	Robots	Growing/ Changing – Hungry caterpillar
Reading (Comprehension and Word Reading)	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To begin to match graphemes to phonemes for some familiar letters. To begin to blend sounds together to read simple c-v-c words	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes Say a sound for each letter in the alphabet	To act out stories To begin to predict what may happen in the story To suggest how a story might end To begin to say sounds for some special friends (Digraphs) To confidently blend sounds together to read words using the taught sounds	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading To read words consistent with their phonic knowledge by sound-blending	To answer questions about what they have read To know that information can be retrieved from books To read aloud simple sentences and books	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To begin to read aloud simple sentences
Books – focus:	Goldilocks and the Three Bears Little Red Riding Hood Gingerbread Man Three Little Pigs Three Billy Goats Gruff Jack and the Beanstalk The Little red hen	Winnie the Witch stories Room on the Broom Funny Bones stories The Jolly Christmas Post Man The Christmas Story	Pirate School Pirate Pete Pirate stories Pirates In the Night Pirates Love Underpants Ten Pirates	Going on a bear hunt Where’s my Teddy This is the bear Brown bear brown bear This is the Bear and the scary night Can’t you sleep little Bear?	The Trouble with dad and his robots How Robots protect the Planet How to Kick start a dragon Harry and the robots	The robot dog The Hungry Caterpillar Mini Beast Encyclopaedia The Honeybee Jack and The Beanstalk Eating Plants The Bean Diary

Phonics focus:	s a t p l n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu words ending in 's' ch sh th ng nk	ai ee igh oa oo oo ar or ur ow oi ear air er (words with double letters- dd, mm, tt, bb ,rr, gg, pp. ff) Longer words	review all phase 3 graphemes, words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words
Tricky words:	Is I the	As and has his her go no to into she he of we me be	Was you they my by all are sure pure	Review all words taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far Secure spelling
Writing:	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write small words using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to former capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form the majority of lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense.

Stir up a story – inspiration	The tooth fairy explores the traditional story characters	Witches spells	Find the hidden treasure	Finding baby bear – lost in the woods	To help rescue / find robots in space	. Helping Wilber the spider to make a home and meet his friends
Fine motor skills linked to writing	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To begin to copy letters	To begin to use anticlockwise movement and retrace vertical lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To use a tripod grip when using mark making tools To write taught letters using correct formation	To write letters using the correct letter formation and control the size of letters	To write letters using the correct letter formation and control the size of letters	To form the majority of letters correctly, starting and finishing in the correct position. To control the size of letters. To use a tripod grip the majority of the time.
Writing themes <i>These themes can be used to inspire writing in the writing zones. Children only ever write small captions and sentences linked to their phonic knowledge.</i> :	Writing our names H/W patterns on the tooth fairies clothes H/W patterns on puppets linked to the characters of the traditional stories.	Writing spells on cauldrons. H/W patterns on hats/ cauldrons. Copy/ trace H/W patterns linked to the Penpals scheme. H/W patterns linked to the Christmas theme. Write a letter to Santa using dominant sounds. Write a list of presents on a stocking. Write an invitation to the Christmas party. Write a shopping list for the Christmas party.	Write an invitation to the pirate party. Write a shopping list for the pirate party. Draw and label treasure maps. Make signs and labels for the school and classroom. Write captions where the pirates are hiding.	Describe bears. Draw and label features of bears. Write captions where the bears are hiding.	Write an invitation to the summer party. Write a shopping list for the party. Write about what they are good at, what they want to get better at. Captions linked to what they can do.	Label mini beasts Draw and label farm animals. Draw and label plants. Captions linked to plants, living things and how things grow and change linked to life cycles. Write captions where the minibeasts are hiding.